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ABSTRACT

This booklet is Part I of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part I is a guide for use by teacher trainers in conducting workshops on SAII methods and materials for elementary teachers. Because Part I does not describe the SAII program in detail, teacher trainers and their students will need to refer continually to Part II throughout the course of the workshop. Part I is organized in two sections. Section 1 focuses on planning and organizing the workshop, and section 2 suggests topics to be covered in the workshop and discusses the presentation of each topic. (Author/JG)

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MANUAL FOR DEVELOPING A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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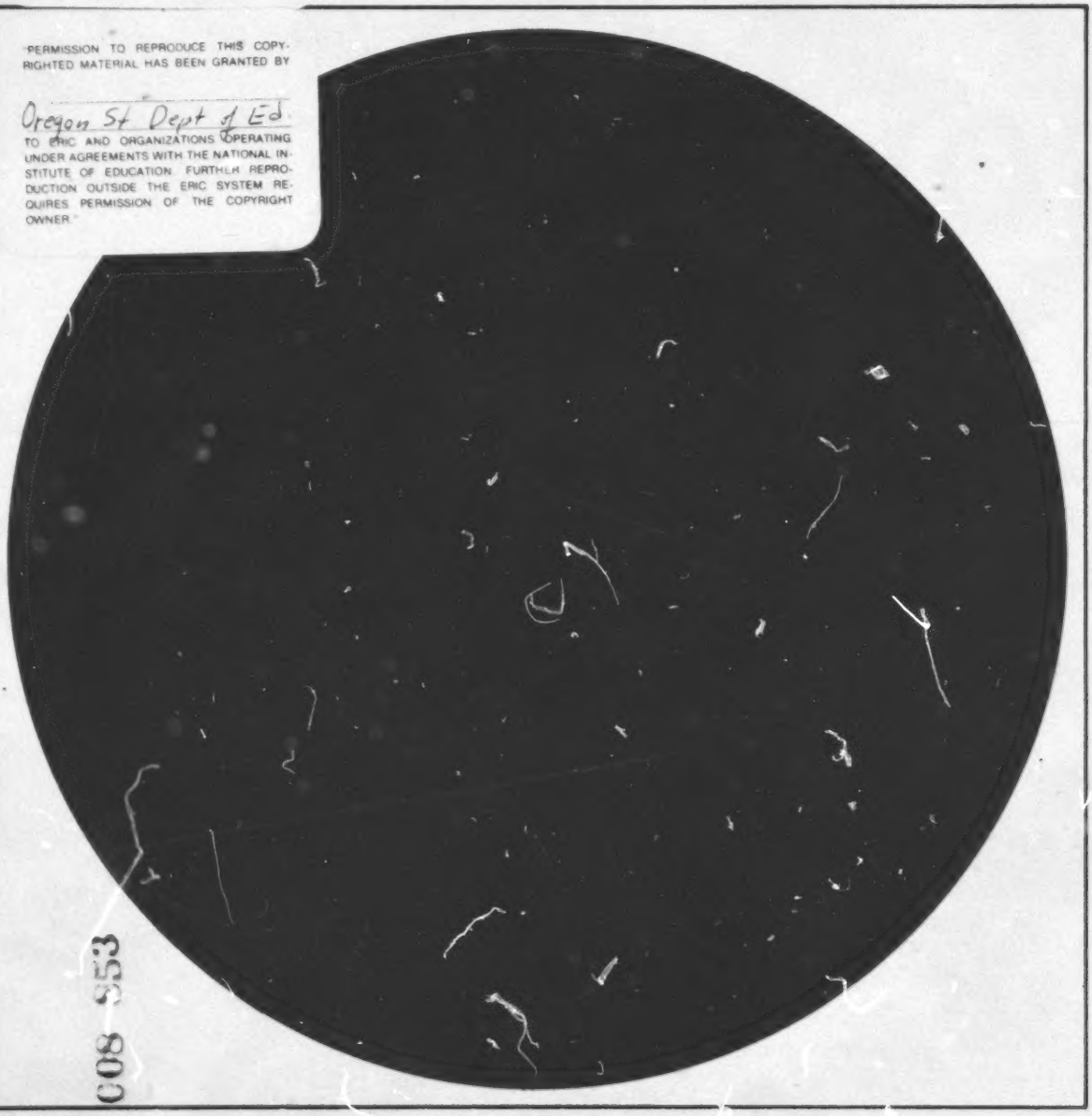

EA 008 953

MANUAL FOR DEVELOPING A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION PART I, A GUIDE FOR CONDUCTING WORKSHOPS IN TEACHING READING

This is the first part of a two-part manual for teaching reading through a Systems Approach to Individualized Instruction (SAII). This first part is a guide for teacher-trainers to use in conducting classes or workshops for elementary teachers in the methods and materials of SAII. The second part, Part II, Reading Handbook, describes the SAII program in detail. It is to be used by teachers as a day-to-day reference to the teaching of reading by this method.

Part I does not describe methods nor define terms, so teacher-trainers and their students will need to refer continually to Part II throughout the course or workshop. Therefore, Part I is of little value without Part II.

The SAII reading program was developed at the Manzanita Elementary School in Josephine County, Oregon, and is popularly known as the "Manzanita Program." This guide and the handbook are based on the experiences at Manzanita and other Josephine County schools and at the validation site schools in Salem and Milwaukie, Oregon, between 1971 and 1974. The program was funded during that period under Title III of the Elementary and Secondary Education Act.

The SAII reading program is included in the Promising Practices Inventory for the Oregon Department of Education. The Promising Practices Inventory is published in conjunction with EDU-GRAM, a newsletter of the Oregon Department of Education, issued monthly to all educators.

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Written and prepared for publication by

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Comments and suggestions about SAII-reading and this guide will be of interest to the Josephine County District and of help to other districts who prepare adopter's guides. Readers are asked to fill out and return the questionnaire that appears as the last sheet of the guide. The questionnaire is to be returned to the Department of Education.

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INTRODUCTION

Popularity of the SAII or Manzanita approach to the teaching of reading has led to increasing numbers of experienced teachers being pressed into service as teacher-trainers. (Reading specialists and building principals are also serving as trainers to introduce the SAII approach in elementary schools.)

This guide is designed to provide teacher-trainers with a syllabus for conducting workshops or teaching classes in SAII-Reading. (SAII has also been developed for teaching mathematics and language skills in the elementary school, but this guide relates only to reading.)

It is assumed that the teacher-trainer has used the Manzanita program in his or her own elementary classroom, and that the teachers enrolled in the course or workshop have just adopted, or are considering the adoption of, the program at their school. It is also assumed that this guide may be used by college instructors to introduce students in elementary education to SAII-Reading.

As noted on the title page (p. i), this guide is the first part of a two-part manual. Part II, Reading Handbook describes the methods and materiels of the Manzanita program. The guide is keyed to the handbook and the handbook should be available at all times throughout the class or workshop.

The guide is in two sections:

I. Organizing the Workshop

II. Presenting the Workshop

Section I, Organizing the Workshop, considers those matters that relate to planning and setting up the workshop: learner outcome objectives, the workshop setting, role of the workshop coordinator and use of the guide.

Section II, Presenting the Workshop, suggests the topics to be considered in the workshop, the objective and the presentation of each topic.

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SETTING OBJECTIVES

A first step in planning a workshop is to set objectives. Four general objectives for a workshop in the SAII approach to teaching reading are suggested below. Each of the topics in Section II, Presenting the Workshop, begin with more specific objectives. All the objectives are written as "learner" or "outcome" objectives rather than "process" objectives to help you plan your presentations in terms of what the teachers need to know rather than in terms of what you need to present.

General Objectives

Teachers participating in this workshop will know, to their own satisfaction:

- the essential features of the SAII-Reading Program that distinguish it from other reading programs,
- the organization and content of Part II, Reading Handbook,
- the materials used in the teaching of each of the two major components of SAII-Reading and
- the classroom procedures and teaching methods tested in the pilot and validation SAII-Reading Programs.

TEACHING TEACHERS

As a teacher, and as a learner yourself, you know that you teach adults and children in different ways. Here are a few suggestions that may help the workshop become a more stimulating and satisfying experience for your teacher-learners.

- Start on time; end on time.
- Make sure that everyone is introduced. If the group is small, introductions can be casual. If the group is large, you may wish to plan an activity that will help the teachers become acquainted with each other and feel part of the group.
- Seat the people at tables (one large table, if possible) so they can write comfortably, spread out materials and see the faces rather than the backs of everyone's heads.
- Sit with the group except when you need to stand to write on the chalkboard.
- Plan to present the material in logical sequence and stick to your plan. This will allow teachers to grasp the structure of SAII-Reading and know what part of the program is being discussed at a given point in time. SAII-Reading is a "well-knit" program in that there is little that happens at one time that is mutually exclusive of a number of other things that are also happening. So it is easy to ramble.
- Make liberal use of the chalkboard to post the topic under discussion, to list parts or sequences, to diagram and to write key words that clarify and help keep the group focused on the subject at hand.

- When you first talk about a specific type of material, such as a Program Management Unit, show the group a PMU: this saves people from puzzling over new terms and strange acronyms.

- Provide a break at least every 50 minutes to an hour. Otherwise there will always be someone coming or going, distracting everyone else. If possible, have coffee and other beverages available throughout the day. This adds to the sociability of the workshop.

- Schedule planning time, particularly if you have teachers from the same school who will be working together to teach the SAII method. Periodic time-outs will give them opportunities to relate what is being talked about to their own setting.

- Finally, learn as quickly as you can where your teachers are on a scale of "know nothing about SAII-Reading" to "know quite a bit about SAII-Reading." This will help you plan the workshop for varying levels of need. Also, learn where each person is on a scale of "don't care" to "care very much." The pilot SAII projects made it a policy to offer the program only to schools whose teachers wanted to adopt it. You, however, are likely to encounter foot-draggers. These reluctant learners have needs, too. It will be tough, but try to respect these needs as best you can.

SCHEDULING THE WORKSHOP

Availability of your teacher-learners and other factors will determine whether the workshop will be

held during the day, after school or in the evening, and whether it will be held on consecutive days or evenings or extended over a period of time. We are not suggesting an optimal length of time for each topic nor for the workshop as a whole. Presentation of the material can be paced to meet the needs of your teachers. In the past, most of the workshops for training teachers in the SAIL method have provided about 20 clock-hours, or two academic hours, of instruction.

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II.
PRESENTING
THE
WORKSHOP

USING THIS GUIDE

The following pages provide a sequence of topics and some suggestions for presenting those topics. These will give your teacher-learners the information they need to launch an SAII Program in reading at their school.

For each topic, the guide gives the appropriate page reference in the handbook (referred to on page 1 of this publication), suggests an objective for the topic and provides suggestions for presenting it.

The sequence of topics follows the outline of the handbook. The handbook is organized according to a sequence that has been suggested for teaching reading in the classroom: teacher-student planning time, comprehension and skill time and special time. A workshop or class for teachers in the SAII approach, however, need not follow this sequence. The nature of the subject is such that you could begin with any one of a number of topics.

An attempt has been made, therefore, to make each topic as mutually exclusive as possible. This will help you establish a sequence with which you are most comfortable and which will better meet the teacher's needs. Be sure, however, that you at least touch on every topic.

Plan your workshop to meet the needs of every teacher. Some teachers may already be familiar with SAII-Reading and will be anxious to move ahead. Others may be having their first introduction to the program and will want to move more slowly. Pace the workshop so it will not be too boring for some nor too frustrating for others.

TOPICS FOR THE WORKSHOP

Topic	Pp(s) in Handbook	Presentation
1. The Manzanita Project	1-4, 53, 67, 75, 87, 97, 107, 127	Objective: To increase awareness of the origins of the Manzanita program and the unique features of the SAII approach that distinguish it from other methods of teaching reading. Procedure: (1) Paraphrase the history of the program as detailed on page 1 of the handbook, and, if you like, tell of your own experiences with SAII. (2) Using the chalkboard, identify the program's two basic components: 1. Basic skills 2. Comprehension skills (3) Help teachers orient quickly to the structure of SAII by identifying the processes and materials of each component: 1. Basic skills-Skill hierarchy on p. 67, PMU's on p. 75, skill tests on p. 127. 2. Comprehension skills-Tens Books on p. 87, power worksheets on p. 107, discussion questions on p. 97. (4) Point out that the program is essentially for grades 2-6; use of SAII in first grade is discussed on pps. 53-63 of the handbook.

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Topic	Pp(s) in Handbook	Presentation
2. How to Use the Handbook	iii-vi	Objective: To become aware of the organization and content of the handbook. Procedure: (1) Review the table of contents and pages through the handbook. (2) Point out that the handbook is organized according to the sequence of classroom reading activities each day: teacher-student planning time, reading comprehension, basic reading skills and special time. The last section is the first grade reading program mentioned earlier. (3) If you have not already done so, page through the appendixes to show the teachers the reading hierarchy, an example of a PMU and the other materials.
3. Teacher-Student Planning Time	9-10	Objective: To understand the function of planning in a systems approach to individualized instruction and to learn a procedure for planning. Procedure: (1) Discuss the planning book and appropriate student entries.

Topic	Pp(s) in Handbook	Presentation
		(2) Discuss planning the classroom day and suggest that teachers think in terms of blocks of time for each activity. Reading should come early in the day. Reading time can be in two segments: the first 30-45 minutes for Tens Books, and the next 20-30 minutes for skill time.
4. Reading Comprehension	11-30	Objective: To become aware of the various activities and related materials that belong to the comprehension component. Procedure: (1) If you sense the need, begin with a quick overview of the comprehension component. (2) Discuss the advantages of using the Tens Book approach to comprehension development rather than using the basic lesson.
5. Setting Up the Comprehension Component	12	Objective: To understand how the comprehension component (Tens Book time) is to be taught and to begin planning the coordination of two or more classrooms to teach it.

Topic	Pp(s) in Handbook	Presentation
		Procedure: (1) The matter of coordinating classrooms for reading instruction may appear impossible to some teachers. Take time with this, if necessary, and give prospective teaching teams the chance to think through the problems of coordination. (2) If the matter has not come up already, this may be as good a time as any to discuss the recruitment of parents, 5th, 6th and 7th graders and others as aides. (3) Refer to the Tens Book Catalog and have some of the paperbacks for the teachers to see. (4) Identify the power worksheets and the Tens Book questions and explain that their use will be discussed in more detail later.
6. The Five Levels of Comprehension	13	Objective: To know the five levels of comprehension and how these five levels provide indicators to a child's reading progress. Procedure: (1) List the five levels on the chalkboard and discuss each one. (2) Help the teachers achieve understanding of the five levels with this exercise: Recite the story of "The Three Bears." Then have the teachers
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Topic	Pp(s) in Handbook	Presentation
		suggest questions to test the students' comprehension at the "recall" level, then at the "interpretation" level and so on.
7. "Selling" the Tens Books	18	Objective: To know and be able to adopt the procedure that permits each child to select his own book. Procedure: (1) First, explain how a teacher selects the Tens Books to "sell" to the children. One suggestion is that he or she will choose three below grade level, two at grade level, and one above grade level. (2) Then go through the procedure the child will use to select a book (p. 19).
8. Tens Book Lesson Planning and Record Keeping	20, 21, Appendix F, G	Objective: To appreciate the value of lesson planning and record keeping in a systems approach to self-instruction, and to know how to mark the forms that relate to the Tens Books. Procedure: (1) Direct the teachers' attention to the "Tens Book Lesson Plan," p. 114 (Appendix G).

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Topic	Pp(s) in Handbook	Presentation
		(2) Go through the form step by step, either reading from the completed form that appears on page 114 or developing it on the chalkboard. Point out that three groups are working simultaneously. In one area of the room, the aide is working on vocabulary with the "Sad Mrs. Sam Sack" group while the teacher is introducing Vocabulary Lesson No. 1 to the "Snake in the Carpool" group. A third group is reading silently. Later, the teacher will join the "Sad Mrs. Sam Sack" group to review vocabulary flash cards. Emphasize at least two points here: (a) Activities are planned to apportion the teacher's time among the three groups as he or she is needed and (b) Tens Book time is planned so that groups and individuals finish at the same time. (3) Direct the teachers' attention to the "Tens Book Record Form," p. 112. Again, go through the form step by step. Point out that plus and minus notations can be used instead of the circle and dash. (4) At some point in the workshop or class you will hear teachers complain about record keeping. For many, keeping records falls in the same category as a trip to the dentist. Point out that an outstanding feature of SAII is that children learn in a systematic way rather than in a hit-and-miss way. This requires planning and record keeping. Also, the records help the teacher to know the status of each child's learning at any given point in time. Try to ease some of the anxiety over record keeping with the testimony of experienced
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Topic	Pp(s) in Handbook	Presentation
		teachers who have found that record keeping gets easier as it becomes a routine of the daily teaching process.
9. Teaching Reading Comprehension	21-24	Objective: To understand the method of vocabulary introduction, the use of power worksheets and the questions for each Tens Book and to discuss methods of organizing the students for these activities. Procedure: (1) Ask the teachers to note the two ways for introducing new words to students. Discuss these. (2) Point out the advantages of using the group discussion technique and the importance of addressing questions that are appropriate to the comprehension level of each student. (3) In Topic 5 you identified the worksheets and questions designed for use with each Tens Book. Proceed now to discuss the use of these. (4) Point out that these materials should be used with discretion. Assigning a worksheet for each lesson may "turn off" the student as well as overload the teacher. Also, note that students are to complete only that part of the worksheet circled by the teacher.

Topic	Pp(s) in Handbook	Presentation
10. Comprehension Remediation	25-29	Objective: To be able to apply one or more remediation techniques to help children overcome problems with comprehension. Procedure: (1) Review the nine-step process presented on pps. 25-29 of the handbook. This will lead to a general discussion of remediation. The teachers may be able to suggest techniques with which they are familiar. (2) Discuss organization of the "need group" and the use of games to reinforce learning.
11. Basic Skill Development During Comprehension Reading	29	Objective: To be able to apply techniques for combining basic skill development with comprehension development. Procedure: (1) Although basic skill development has already crept into your discussions of comprehension (since it is impossible to completely separate the two), this topic provides a bridge between the two major components of SAII. (2) Review the five examples of skill reinforcement exercises that begin on p. 29. Again, the teachers may suggest other exercises.

Topic	Pp(s) in Handbook	Presentation
12. Basic Reading Skills	31-49, 75	Objective: To review quickly the scope of the SAII skill development component and the materials used with it. Procedure: (1) Ask the teachers to turn to p. 142, "The Basic Skill Instructional Process." This provides a schematic overview of what tasks the teacher and the students perform in relation to the skill time activity. You may not wish to spend a lot of time with the chart since the topics that follow deal with the steps of the process in more detail. (2) Teachers who block on acronyms and other "in-house" terms may need to be reminded that PMU stands for "Program Management Unit" and that the PMU, an example of which begins on p. 75, is the primary instructional material used for skill development. (3) In Topic 1, you pointed out the basic skill hierarchy, p. 67. Now may be the time to discuss the hierarchy in considerable detail in preparation for the material that is to follow.
13. Diagnostic and Evaluation Procedures 17	31-41	Objective: To be aware of the importance of diagnosis and evaluation in a systemized learning process and of the basic tests used in the skills component of SAII.

Topic	Pp(s) in Handbook	Presentation
		Procedure: (1) Help teachers sort out in their minds the three types of tests: (a) screening tests to identify general skills needs, (b) pre-tests to diagnose specific skill attainments and deficiencies, and (c) post-tests and delayed recall tests to evaluate learning. (2) Discuss the two main instruments for screening: the Dolch Sight Word and the "123" test. Point out, if the teachers have not already caught on, that numbers used to identify some of the tests are the numbers that identify each of the skills of the hierarchy. Go through the "123" test in detail, relating each group of skills to be tested with those in the hierarchy. (3) Discuss pre-testing; identify and discuss the pre-tests associated with the PMU's. Describe use of the "123" as a pre-test. Point out that student performance in each of the master skill areas of the "123" test determines which master skill tests are to be administered. Discuss the sample test beginning on p. 132. Identify the components of the test: visual discrimination, sound and letter symbols, synthesis of initial consonants and phonograms. (4) Discuss post-testing; point out that the last page of the PMU is used as post-test; explain purpose and use of delayed recall test.
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Topic	Pp(s) in Handbook	Presentation
14. Utilization of the Program Management Unit (PMU)	38-41	Objective: To know the structure of the PMU and how it helps students master reading skills. Procedure: (1) This is one topic you may wish to take out of this suggested sequence and deal with earlier since knowing the structure of the PMU is basic to the processes in the reading skill component. If you have followed the sequence, you have probably covered some of the ground suggested for this topic. (2) Point out the two key principles of the PMU: (1) The sequence of learning activities takes the child from the concrete to the abstract; (2) The instructional approach is consistent among all PMU's. (3) Page through the example of a PMU (pps. 75-86) and discuss its various parts and how they are used. Have other PMU's at hand for discussion since they may vary somewhat and this will assure that all questions about PMU's can be answered.

Topic	Pp(s) in Handbook	Presentation
15. Setting up the Classroom for Basic Skills Instruction	41-43	Objective: To know how to organize the classroom for basic skills instruction and for other aspects of SAII as well. Procedure: (1) Again, this is a topic that is basic to all that goes on in an SAII classroom. You may wish to present this topic earlier in the workshop than indicated in this sequence. (2) Discuss the function of the student mailbox, the way in which it is made and its location away from heavy traffic patterns. (3) This can be a good time to discuss other needs of the SAII classroom: location of the tape playbacks near outlets, location and numbering of areas for need groups, equipment storage and overall layout planning. The last point will save steps for the teacher and keep teacher and aides from running into each other. (4) Classroom organization can lead naturally into a discussion of other features that contribute to quietness and efficiency: desk flags so the students can signal the teacher and a bell that the teacher can use to signal the beginning or end of an individualized learning period.

Topic	Pp(s) in Handbook	Presentation
16. Orienting Students to PMU Use	43-46	Objective: To know the procedure for orienting students to the use of the PMU. Procedure: (1) Rather than read the procedure for PMU use on pps. 44-45, you may demonstrate it by asking one of the workshop participants to act as teacher and the rest of the class to be students. (2) Emphasize the importance of a thorough orientation. Time for orientation saves time in the long run.
17. Basic Skills Record Keeping	46-49, 138, 140	Objective: To know the Skill Record Sheet and the Daily Check Sheet and how to use them. Procedure: (1) Begin by pointing out the importance of maintaining records. Records are critical to the operation of an orderly learning system. At first the records seem complex and teachers are overwhelmed at the task. Assure them that once record keeping becomes routine it is not burdensome. Point out that the value of the information makes the effort worthwhile. Plan to devote two or three hours to this topic. (2) Turn to the sample Skill Record Sheet, p. 138. Suggest that the teachers draw

Topic	Pp(s) in Handbook	Presentation
		and label in the blank space on p. 139 the eight notations used for recording skills. Then, with the labeled notations before them and with your help, the teachers can identify and discuss the status of each of the students whose records are entered. As a learning exercise, you can enter additional mythical names at the bottom of the sheet, identify activities relating to particular skills for each mythical student and ask the teachers to enter the appropriate notation on the Skill Record Sheet. (3) Turn to the sample Daily Check Sheet, p. 140. Follow the same procedure with the teachers to the extent you think necessary.
18. Special Time	51	Objective: To understand the functions of Special Time for both teacher and student. Procedure: (1) Note that this is an optional classroom activity. (2) Review the options for students for Special Time. You or your teachers may wish to suggest others. (3) Refer to the Basic Skill Instructional Process Chart, p. 142, and discuss the monitoring, record keeping and preparation tasks that the teacher can perform during the Special Time period.
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Topic	Pg(s) in Handbook	Presentation
19. First Grade Reading Program	53-63	Objective: To know the appropriate use of SAII techniques for teaching reading in the first grade. Procedure: Point out, if you have not already done so, that first grade teachers may want to wait until December or January of the school year before adopting the SAII reading program. The first grade reading teachers can begin to adopt SAII methods and materials so that students are better prepared for SAII when they reach the second grade. First grade teachers are encouraged to participate in SAII workshops so they can prepare their students for the SAII approach to reading they will experience later on. Teachers of the other grades can benefit from knowing the first grade reading techniques that help children slip easily into the Manzanita program when they become second-graders. Should the first-grade teachers attending the workshop express the need for it, plan a separate session for them to discuss this topic in detail. Otherwise, present an overview of the First Grade Reading Program to everyone by paging through this section of the handbook and responding to any questions that may be raised.
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Topic	Pp(s) in Handbook	Presentation
20. Launching a New SAII Program	(Not in Handbook)	Objective: To develop a plan for beginning the Manzanita program. Procedure: Teachers are sure to ask, "Where do we start?" You may wish to develop a check sheet that teachers can use to plan the organization of their classrooms and the first few days and weeks of reading instruction. An experienced teacher has suggested the following list: (1) Make a floor plan of the classroom and decide where mail boxes, Tens Books, needs group areas, etc. will be. (2) Set up mail boxes, Tens Book boxes, audio tape boxes (or place to hang tapes). (3) Make the "red" and "green" boxes. (4) Make area signs, numbers. (5) Make chart that illustrates finger test (p. 19). (6) Make Dolch flash cards. (7) Organize games (printed sheets). (8) Place materials (Tens Books, PMU's, etc.) in assigned areas. (9) Meet with fellow teacher(s) to coordinate schedules and use of Tens Books.

Topic	Pp(s) in Handbook	Presentation
		(10) Consult with teacher who had students last year to learn skill and comprehension levels of each child. (11) Plan skill review for first two weeks. (12) Select Tens Books and pull power worksheets for each book. (13) Explain reading program to students by giving general overview. (14) Conduct "book sale." (15) Review phonics, vocabulary, "buddy" reading, silent reading. (16) At beginning of third week use the "123 Test." (17) Develop record books; start record keeping. (18) Begin the pre-testing so each child's reading program is planned two to three weeks ahead. (19) Introduce PMU's. (20) Start PMU's.
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INTRODUCTION TO THE GAMES

Your packet of SAII-Reading materials includes games. These games are catalogued by the reading skill which they develop. Games are provided for most skills. Refer to the Inventory of Materials for games designed for each skill.

The games involve two to six players, and some can be played by one child alone.

Instructions for playing four of the games--Checkers, Road Race Game, Dead Pigeon, and Mad Magician--are printed below.

CHECKERS

2 players

Use appropriate printed checkerboard, three red markers and three blue markers.

Directions:

Say each answer as you put your markers on the board.

Before you move your marker forward, you must say the answer.

If you say the wrong answer, you cannot move your marker.

You can jump the other player's marker, but you must be able to say the answer for both squares.

Do not take any checkers off the board.

The first child to get all three of his markers over to the other side is the winner!

ROAD RACE GAME

2 - 4 players

Use one marker (checker, chip) for each player and one die.

Directions:

All players take a turn rolling the die. The player who rolls the highest number on the die starts.

First player rolls die and moves number indicated. He must say the word or compute the problem in the square on which he lands. If he cannot, he continues moving back one square at a time until he can.

DEAD PIGEON

2 - 6 players

Use pigeon cards.

Directions:

Turn all cards face down.

First player turns over a card and reads the problem.

If he says the problem <u>correctly</u> he continues to turn cards over and read them. If the problem is said wrong his turn is over.

When the player turns over a dead pigeon, his turn is over and it is the next player's turn.

The player with the most cards wins.

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MAD MAGICIAN

2 - 4 players

Use Mad Magician cards (cut from the attached sheet). Mix with similar-sized cards cut from the sheets provided for the game.

Directions:

There are pairs to this game and one picture of the mad magician. A pair is two cards.

Shuffle the cards and deal one at a time until all the cards are passed out.

The first thing to do when the cards are raised for the first glance, is to match as many pairs as possible. Put these face up on the table.

The dealer now draws a card from the player on his right, if it matches with a card in his hand, he puts the pair down on the table. The player on the left does the same, and so on.

The game continues until all pairs are matched. The child with the mad magician card in his hand is the loser.